DOCUMENT RESUME

ED 243 484 IR 050 710

TITLE Vermont Copicat. Cooperation Catalog.
INSTITUTION Vermont State Dept. of Libraries, Montpelier.
PUB DATE [82]
NOTE 61p.; Prepared by the Vermont Board of Libraries Task Force on Cooperation Involving Public Libraries.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cooperative Programs; Guidelines; Interlibrary Loans; *Library Cooperation; Library Materials; *Library Networks; Library Services; *Public Libraries; *Shared Services; State Agencies
IDENTIFIERS *Resource Sharing; *Vermont

ABSTRACT

This catalog provides ideas for sharing library resources, programs, administrative and other procedures, and services between all sizes of public libraries in Vermont. It is noted that many of the ideas are the result of a 1981 survey of Vermont public librarians, and their perceptions of library needs and additional desired services, as determined by the survey, are briefly outlined. Also included are a description of cooperative efforts organized by the Vermont Department of Libraries (DOL), an outline of suggested first steps in library cooperation, an overview of semi-formal and formal cooperative arrangements, a listing of the advantages and disadvantages of library cooperation, and a brief discussion of essential ingredients for successful cooperation--effective people, effective use of geography, and effective self-appraisal. Appendices include a chart outlining types of materials and services that can be borrowed from seven types of libraries; information on the members, history, operations, problems, and successes of existing library cooperatives in Vermont; a map showing Vermont's public and community libraries; and a questionnaire which can be used to send additional information on library cooperative activities to the DOL. An index to the cooperative ideas presented is provided. (ESR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marianne K. Cassell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared by the Vermont Board of Libraries' Task Force

on Cooperation Involving Public Libraries

Richard H. Bliss, Andover

William E. Hannaford, Jr., Shoreham (through July, 1981)

Susan S. Herrington, Brandon Free Public Library

Joy M. LeBaron, Fairfax Community Library

Daniel S. Beavin, Department of Libraries, Midstate Regional Library (through July, 1981)

Marianne K. Cassell, Department of Libraries - Chair

1980-82

Illustrated by S. Francis Woods

Published by the Vermont Department of Libraries

Contents

Greetings 1

Ideas, Ideas. 3

Sharing Resources. 4

Sharing Programs 11

Sharing Details. 17

Sharing Services 23

What About DOL? 29

First Steps 31

A Second Step: Semi-formal Cooperation 33

Another Possible Step: Formal Cooperatives 37

What Makes the Difference?. 41

Appendix:

What Could You Borrow From Whom? 46

Current Formal Cooperatives. 47

Map. 54

Share Your Success 55

Index of Ideas. 57

Greetings

Are you a typical Vermont public librarian? Do you wonder whatever happened to your time when you leave the library at the end of a day? Are you concerned because you never seem able to tackle bigger problems and plan for the future due to day-to-day duties that need immediate attention? Do you worry that you'll have to cut back on what is already the minimum service you feel your library should offer? Are there a million things you'd like to try, if you only had more time or money?

With the ever-increasing complexity of life today, perhaps now is the time to consider that not everything can be done alone. Maybe public librarians should begin to look toward new resources--other librarians--to help them and to share their burdens. There could be ways of doing things together that we wouldn't dream of trying alone. Perhaps there are ideas that you have that someone else could bring to fruition. Maybe you can give and get at the same time by connecting with another librarian or group of librarians. Are two heads better than one? Are two or more budgets better than one alone?

"Now, more than ever, we need to work together", is the way one Vermont librarian put it recently. Clearly, cooperation on a variety of levels for a variety of circumstances may well be the key to continued development of Vermont's public libraries in years to come. The Vermont Board of Libraries recognized this and, in 1980, constituted a Task Force appointed by State Librarian Patty Klinck to find out what kinds of cooperative activities Vermont public libraries are engaged in now.

We discovered through a survey (December, 1981) that

VERMONT PUBLIC LIBRARIANS FEEL THEY NEED

#1 - Money (56%)

#2 - Community interest (43%)

#3 - More staff (32%)

THEY WOULD MOST LIKE TO ADD

#1 - Increased hours open

#2 - Adult book discussions

#3 - Preschool story hour

#4 - General adult programs

#5 - Summer arts and crafts for children

THEY WOULD MOST LIKE TO STRENGTHEN

#1 - Community moral support (41%)

#2 - Community financial support (37%)

#3 - Friends of the Library (32%)

What we found led us to some positive suggestions of what libraries can or could do together to face the uncertain, yet certain-to-be-difficult years ahead. We invite you to choose from a menu of ideas, large and small, for all sizes of public libraries with all types of other libraries to keep your patrons receiving the best library service possible in years to come.

Bon Appetit

Ideas, Ideas

How do you react when you hear the phrase "library cooperation"? Do you associate it only with formal cooperative arrangements? Do you assume a loss of autonomy or local control? Do you worry that you'll have to meet more standards? Do you see computerized hookups of libraries ("networks") in the offing?

Cooperation can mean all these things.

But Vermont cooperation may start most effectively with such simple matters as sharing rides to meetings or having coffee klatches regularly with neighboring librarians. It can also be as involved as co-sponsoring a year-long humanities reading/discussion series with a grant or as structured as ordering supplies or books centrally.

The possibilities for informal cooperation as well as formal cooperation are endless. The following ideas - some tried, some still dreams - for sharing resources, programs, groundwork, and services came from Vermont librarians themselves. The four categories show the many different routes your library can take in providing appropriate and effective service to its community.

Ideas For Sharing Resources

There are a multitude of ideas for cooperation using libraries' resources - materials, equipment and supplies, staff, facilities, monies, and the community.

Save $

Cooperative purchasing of books can result in a saving of time and money. If you purchase Fiction Catalog and the library in the next town purchases the Public Library Catalog and you share them, you have doubled your buying power without spending anything extra. The Lamoille County Librarians have discussed this as a future project.

Help little guy

One small library includes its order for a few books with a larger library's order for many books. The small library gains the discount and the ability to order from that source.

Share DCF books

Dorothy Canfield Fisher Award books have encouraged several kinds of cooperative efforts. In Thetford, the public library and local school coordinate their purchase of the titles to avoid duplication and to provide all the titles. Richmond Free Library is one of several libraries which shares the Dorothy Canfield Fisher books with its school library. Why should the books sit locked up all summer when they could be circulating? Other books besides the Dorothy Canfield Fisher titles could also be borrowed to help meet your summer pleasure readers' demands.

Share magazines

Cooperative purchase of periodicals helps avoid duplication of titles and offers patrons a wider selection. Once periodicals are purchased and used, they may be exchanged or donated to other libraries. Several public libraries give back issues of their magazines to local school libraries. This helps save space and keeps them accessible. Rochester Public Library and Rochester High School share the subscription to a professional journal, costly to subscribe to but necessary for book selection and professional enrichment. In addition, the Rochester Public Library borrows Publisher's Weekly from a library patron and shares it with the high school librarian. While some librarians also use regional library professional magazines, Richmond Free's librarian visits Essex Junction regularly to read Brownell Library's journals and to exchange ideas with the staff.

Double buying power

Cooperative purchase of audio-visual materials, such as records, filmstrips, video tapes, and films prevents duplication of expensive items, and sharing those materials might enable you to offer more variety. For example, two neighboring libraries could purchase different filmstrip and cassette sets for story hours and then exchange them.

Exchange mysteries, westerns, romances

Duplicate books are exchanged often and in many ways. Usually, public libraries exchange books with another public library, but they may also do so with other local libraries. One library trades light romances and westerns with another library when patrons have read them. Another library gives duplicate books to the Veteran's Administration Hospital library in White River Junction. Libraries in South Hero and

Grand Isle exchange within the county, and exchanges can cross state and international borders. The Haskell Free Library in Derby Line sends surplus paperbacks to libraries in Georgeville and Ayers Cliff, Quebec. The Lancaster, New Hampshire, public library really helped the Lunenburg library revive its collection by giving it duplicate books.

What to do with paperback volumes when the hard-covered annuals arrive?

Another idea for sharing materials involves the benevolent partnership of a larger library with a smaller one. When they purchase the new edition, business libraries will sometimes give the previous edition of a reference book to a public library. Champlain College Library has befriended a small public library which, as a result, receives fairly new reference books and the Reader's Guide, as well as recent best sellers at a nominal price. A public library that purchases a new reference tool such as Books in Print could see if a smaller public library might be able to use that older set. Book Review Digest, Current Biography, National Geographic Index and Reader's Guide to Periodical Literature present other possibilities for sharing.

Develop subject specialties avoid duplication; provide more materials

Libraries may develop subject specialties in their book collections to save duplication of materials and to provide more materials in a particular area. Vermont history lends itself to this type of specializing. Some libraries have developed specialties on their own; others have cooperated with their local school, another public library or with their local historical society. Dorothy Alling Memorial Library in Williston has a Vermont History collection for which the local school has a duplicate shelf list.

Collections are shared between public libraries (as in formal cooperatives such as Hartford) and between public libraries and schools. Rockingham Free (Bellows Falls) loans rotating collections to the smaller Saxton's River library on a regular basis.

A local union card catalog facilitates sharing of collections and avoiding duplicate purchases. Two groups of Franklin County libraries (mostly school) have union catalogs of audio-visual materials. A union catalog has been developed by school and public libraries in the Hardwick area.

Purchase supplies together

Cooperative purchase of supplies may not be done now but could save money and allow more buying power. Does your library need the 500 book pockets in the box you buy or could you use the money for something else if another library bought half the box?

Get acquainted with, use specialized school personnel

Audio-visual equipment is expensive. Peacham Library shares a film projector with the local church. The Springfield library cooperates on repair of audio-visual materials with the local school media coordinator. Several libraries borrow projectors from other public libraries or from school libraries. Underhill's Delaporte Memorial Library borrows a projector but buys its own bulb. The Springfield Town Library uses a microfiche reader owned by a local school which doesn't own Books in Print. In exchange, the school calls the public library for information from BIP as needed.

Staff is best resource

Sharing staff, whether paid or volunteer, with other public libraries or with school libraries, can also be beneficial. The Brandon Free Public Library has borrowed Pittsford's children's librarian for a ten-week story hour series. Paid staff may volunteer time at another public or school library. In Mt. Holly, the school librarian volunteers at the public library. Shelburne, Hinesburg, and Williston's libraries have the same "story lady" volunteer. In the more formal Hartland cooperative, the librarian travels between the three libraries. Community libraries are lucky enough to have students to call on for shelving books, programming, etc.

Exchange jobs

A librarian exchange, for a week, a month, or longer, might help you learn how someone else does things. When you return to your library, you'll both see your libraries from fresh perspectives and make suggestions to each other. Penny Pillsbury at Fletcher Free in Burlington can tell you more since she once tried it while still on the Reference staff at UVM's Bailey/Howe Library. Ellen Yahn and Joyce Drew, children's librarians in Springfield and Brattleboro respectively, are now exchanging with British librarians.

Try team approach

Team projects may also offer some extra hands. You might go to another library for a few days to help that librarian complete a project. Then s/he could come to yours to help you with the same project at your library (weeding? rearranging space? cataloging local history materials?) or something else you desparately need knowledgeable personpower to do. Even a book processing "bee" or a mending "bee" might prove

useful. Bring a box of books to work on, have plenty of coffee and goodies, and spend an afternoon with colleagues working and sharing ideas and titles of good new books. The Department of Libraries staff has used the "bee" approach in writing annotations for its Books-by-Mail catalogs - it's fun and the work gets done.

Share talents

Wouldn't it also be nice to have a state-wide "talent list"? Have you been successful at some kind of program (teaching kids how to cook, creative writing, crafts, etc.) and feel like a klutz in certain other areas? Are you willing to travel to another library to help with a program you're good at in exchange for that librarian's coming to your library to share a particular expertise? Everybody has talents, but not everybody thinks to share them. People are modest. How fortunate for Fletcher Free Library when Brattleboro librarian Meris Morrison got stuck in Burlington on the day of its opening story hour. She was a memorable dragon.

Space also a resource

Facilities can also be shared for a variety of reasons. Public libraries have been designated libraries for Community College of Vermont which annually awards grants for book purchases. Contact your regional CCV office. The South Hero Community Library shares its space with the other Grand Isle County libraries for special events, such as performances by touring artists. Some libraries share space with local historical societies. The Starksboro Public Library shared space with its school library because "during winter it is the only heated public building in town". Now that move is permanent.

Money is an obvious resource, and some formal library cooperatives such as Hartland's share a budget. Public libraries within one town sometimes also share a budget, as in Waterbury where the village public library shares its book budget with the library in Waterbury Center.

Other community organizations share

Resources can be shared with other community organizations as well. A church, for instance, might provide extra chairs, music stands or meeting space. It could also provide resources for programs and projects or advice or a guest speaker. Schools can help by sending publicity home via students or by sending students during school time to the public library for special programs and storyhours. One public library returns these favors by providing book selection advice to its local school libraries.

The DUO program is an alternative education program which allows students to do volunteer work in the community while receiving academic credit and quite possibly also career experiences. As part of the curriculum, a student selects a community service project lasting at least one semester. The student receives a grade and credit for the work. In Fairfax, DUO students from Bellows Free Academy work in the Fairfax Community Library as library assistants and library typists. One town librarian currently employed was a DUO student while in high school. Her training paid off. About 30 schools in the state participate in this program. Contact your local school superintendent.

Other organizations in town often willing to share re-

sources include churches, PTA groups, senior citizens, recreation departments, historical societies, town government itself, the local arts council. Morristown Centennial Library borrows books on death and dying from a local undertaker. One library sends discarded books to a correctional facility, while another depends on its town offices to provide copying facilities.

Ideas For Joint Programming

Finagle for funds

Ideas for programs are less easily born than conceived. The lack of time, money and personnel might be overcome by trying a cooperative approach. Be crafty. Sometimes funding is available from other sources. Get the local Thrift Shop to sponsor a program on "Cheap Chic", featuring ideas reviving not so new clothing. Your historical society might help sponsor a speaker from the Vermont Council on the Humanities and Public Issues. Make sure your library does its fair share of cooperating--good promotion, related book displays, etc. But programs don't have to cost anything to be good.

Programs for nearly nothing

Many libraries use local service organizations for cooperative programs. The library provides space, publicity, and refreshments, and the group provides the speaker. Consider contacting your local:

Mental Health Agency	Humane Society
Historical Society	Audubon Society
Extension Service	4-H Club
Forest Service	Scouts

Add your own special groups to this list. For example, if you are near Woodstock, the Vermont Institute of Natural Science (VINS), while statewide, is an especially good program source for you. The Ilsley Library in Middlebury co-sponsored a film program with its local RSVP (Retired Senior Volunteer Program) this past winter.

Respond to needs, interests

You might also develop a program around your own theme. In Rutland, Debbie Ramage invited Mental Health, high school guidance and Police Department personnel to appear on a panel, "Who talks to your kids about drugs?". The library had an overflow crowd for this program which did cost time but not money.

Offer help

Your library could also provide a service to a program being sponsored by a local group and, thus, end up a co-sponsor. That's what happened in Randolph where the AAUW (American Association of University Women) sponsored a three-part public series on outstanding Vermont women. It was held in the high school library and the public library supplied bibliographies related to the programs.

Exhibits bring patrons

Exhibits are another low cost way to bring people into your library, and not all of them need to be pulled together by the librarian. Other sources used by Vermont librarians include the Department of Libraries, state and local historical societies, private touring displays (South Burlington and Brandon enjoyed "Einstein"), and schools. Exhibits of school children's art work are an especially good way to attract people who might not normally visit the library.

Perhaps a revolving exhibit coordinated with the school art teacher and librarian will result.

Share bulletin board ideas

Materials for displays can also become communal. The South Burlington Community Library designs and shares exhibits with other local school libraries on a regular basis. The staff at the Essex Junction High School Library often shares bulletin board materials and ideas with the Brownell Library children's room. Since that public library's children's room is frequented for the most part by different clientele, the displays are new to the public library and all ready to put up. Wouldn't it be wonderful to set up a regular or even state-wide display exchange?

Form unusual alliance

Groups whose programs often compete, such as summer recreation and library reading programs, may be eager to cooperate if asked. Rutland Free Library works with its recreation department to co-sponsor programs during school vacations. Both organizations are listed in all promotion of activities which take place at many locations, including the library. Community-wide events should include the public library whenever possible, as with the annual Barre Ethnic Heritage Festival which uses the library as the scene for its children's activities. The Shoreham Winter Carnival of 1981 included all community groups--and the library--in a wide range of activities: a hockey tournament, a pot luck supper, sleigh rides and more. Montpelier's Kids'Fest was a successful week of activities sponsored by the Kellogg-Hubbard Library, Montpelier on the Move, the Vermont Conservatory of

the Arts, and Two Penny Theater. After the first year's attendance of close to 1,500, Kids'Fest was even more popular in 1982. The novelty of cooperation with diverse groups results in positive publicity and new readers.

Strengthen traditional ties

The library-school connection is a logical cooperative possibility frequently seen in Vermont. Rochester Public Library, like many others around the state, regularly offers "How to use the library classes" for elementary school children. As in Danville and several other towns, Northfield's Brown Public Library coordinates a RIF (Reading is Fundamental) program for grades K-3. In Cuttingsville, the PTO and the library sponsor a joint rummage sale, while the annual elementary and high school musical concerts are performed at the Windsor Public Library.

Remember lifelong learners

Cooperation with schools need not be limited to grades K-12. Community College courses are offered at the Springfield Town Library and others, and Adult Basic Education uses a room at the Brandon Free Public Library for tutoring. The basement of Bristol's library has been converted into a learning center.

Historical societies are often housed in public libraries and are philosophically compatible. In South Londonderry, the Historical Society helped the library microfilm 2,000 glass photography plates. In Vernon, the Historical Society regularly presents library programs. And in Hartland, the library card catalog includes books owned by the Historical Society down the street. The Hartland libraries publicized and enhanced their cataloging project by holding an evening of historical songs and readings.

Adult Humanities programs

Some ambitious adult programs funded with grants from the Vermont Council on the Humanities and Public Issues (Main Street, Box 58, Hyde Park, VT 05655) have been cooperative ventures. Many public libraries were inspired to write proposals to the Council after they hosted successful programs developed by Pat Bates of Rutland through a National Endowment for the Humanities grant. In 1981-82, 17 public libraries in central Vermont sponsored two series of reading/discussion programs using humanities scholars to illuminate books distributed to participants. "Images of Small Town New England" and "Our Families/Ourselves" were planned by the librarians with project director Sharon Anderson and a group of humanists. (For more details, see Department of Libraries News, 9/81.)

Several other Vermont libraries have cooperatively developed humanities reading/discussion programs. A joint proposal by the Fletcher Free Library in Burlington and the South Burlington Community Library brought "The American Family in Transition" to both libraries. The St. Albans Free Library has co-sponsored several successful humanities series with the library of the Bellows Free Academy of St. Albans. In 1981-82, libraries in Putney, Townshend, South Londonderry, and Rutland presented "The Restless Spirit" series through a grant from the Vermont Council on the Humanities and Public Issues. Project Director Carole Gaddis of Putney will be glad to share her experiences with interested librarians. If the prospect of writing a humanities grant makes you hesitate to apply, the Council staff is willing to come to your library to discuss

your ideas and to put you in touch with scholars who can help you. The encouragement it has offered over the years shows its commitment to public libraries as vital community resources.

For the less ambitious, the Vermont Council on the Humanities and Public Issues offers several other programs that could be jointly sponsored. The "Speakers Grants" are easy to apply for and require very little local preparation. Charles Morrissey's "Vermont Heritage Project" can be arranged by contacting him directly (1 Winter Street, Montpelier 05602). Several public libraries have joined with local historical societies and other community organizations to bring oral historian Morrissey's anecdotal look at Vermont history to their towns.

Try films

If you've never used films to stimulate discussion of issues important to adults or if you're concerned that attendance at an adult film program will be low, you might want to try "Speaking of Films" with another library. The five films with humanities scholars and related publicity can be booked individually or as a series from the Department of Libraries Audio-Visual Services Unit (RD #4, Montpelier, VT 05602, 828-3271), which got them through a grant from the Vermont Council to the Vermont Library Association. The University of Vermont's Instructional Development Center (Nolin House, 589 Main Street, Burlington, VT 05405) has additional humanities films to try.

Try touring artists

Many Vermont libraries were introduced to the Vermont Council on the Arts' programs through cooperative grants from the Department of Libraries (contact Caroline Ward). Touring

artists and artists-in-residence can be arranged, and the Delaporte Memorial and Waters Memorial libraries brought an afternoon of folk and bluegrass music to Underhill's teens through this program. The Warren and Waitsfield libraries co-sponsored an artist-in-residence with a similar grant.

Librarians may, of course, contact the Vermont Council on the Arts (136 State Street, Montpelier, VT 05602) directly to book artists. Block booking (cooperation between several schools and libraries) can often reduce fees substantially.

Ideas For Sharing Groundwork

Use somebody else's graphics

Most Vermont public libraries are highly aware of the value of public relations, but on-going PR takes time, energy, talent, and skill. Hand-made posters can sometimes be "hokey," and quantities take a lot of time to produce. The South Burlington Community Library is able to call on high school graphics students to produce posters and flyers. During 1980's "Chittenden County Libraries Fine Free Week", the library took care of having these items made for all participating libraries.

Share radio spots

An effective means of reaching both users and non-users, radio has been a boon to publicizing activities of libraries belonging to the Lamoille County Librarians. WRFR-FM in Stowe sponsors a monthly "Bookshelf" program which the librarians take turns recording. This gives them a chance to spotlight new materials or services and publicize upcoming events. The station lets them pre-record the spot a week before airing.

Joint newsletter

Lately, more Vermont public libraries have newsletters which might also be written, produced, and distributed cooperatively. The Five Rivers Library Council's "Courant" (sample available from Marianne K. Cassell) served as a link between member librarians, trustees, and interested citizens. Another joint approach might be a publication directed at a group of libraries' patrons with news of activities, people, and materials. Barre's Aldrich Public Library newsletter which is mailed to several hundred families includes this type of information for the Barre Town Library.

Joint press releases

Several libraries share columns in the White River Valley Herald, and others have issued joint press releases from time to time. The Franklin County Libraries' "Book Swap" programs were successful, partly due to unified publicity coordinated by one librarian with connections and know-how. One last cooperative publicity idea, on a grand scale but not unrealistic, comes from other areas of the country. Centers for the production of high-quality promotional materials and/or media employ specialists in graphic design or media production to serve libraries in a county (Onondaga County, NY), a region (Boston, MA), or even a state (West Virginia) at no charge or at cost.

Cooperative printing/ graphics

Know your neighbors

While joint public relations activities can save time, everyday problems and feelings of isolation or burnout can be greatly alleviated by discussions with counterparts. Librarians and trustees, and even Friends, can be "recharged" by meeting regularly to discuss common concerns and share ideas with neighbors. In Lamoille County, public and college librarians meet every two months, sometimes to hear a particular speaker, always

to share informal book reviews and to exchange duplicate or unwanted gifts. They have even discussed exchanging jobs someday to get new ideas on procedures.

Regular meetings of librarians can also lead to the development of cooperative programs and services. The Franklin County "Book Swaps" were held at many school and public libraries in the spring and fall of 1980 to give students and citizens a chance to exchange unwarted books. Students are now asking for a repeat of the programs which drew all ages and reading tastes. In the Hardwick area school and public librarians have been meeting regularly (with the enthusiastic support of the school superintendent) to explore how best to share resources and to plan programs of interest to students and public library patrons.

Joint trustees meetings

Trustees can also benefit from exchanges with neighboring Board members. Those in Newbury and Wells River first met in October, 1979. One trustee said, "This (meeting) may not seem like much, but it's the first time in 100 years that we've sat down together". That event led trustees to assess their libraries' services to townspeople through a joint survey in 1980. As a result, cooperative children's programming blossomed during 1981.

Local workshops

While professional organizations such as the Vermont Library Association and the Vermont Library Trustees Association offer chances to share ideas and concerns and to broaden horizons, smaller, more localized sessions can also be useful learning experiences. 38 representatives from 10 libraries around Weston met in April, 1981 for a Five Rivers Library

Council workshop on programming, rallying community support, and budgeting. Past regular meetings have addressed such subjects as federal library legislation, children's services and long-range planning.

Friends can meet

Since there is no state-wide Friends of the Library (yet!), there is no formal way for Friends in Vermont to come together as librarians and trustees can. Meetings of neighboring Friends groups could offer ideas and could also lead to the development of group programs or services. The Thetford Library Federation has gone a step further with "Friends of Thetford Libraries", which plans fund raising and other activities to benefit all of the libraries, public and otherwise, in town.

Share rides

Besides being practical and economical, ride-sharing to workshops and meetings also offers librarians, trustees, and Friends a chance for exchange. The librarians from Morrisville and Hyde Park usually go to the regional library to choose collections together. Another librarian commented that the best part of a week-long workshop was the daily ride with two neighboring librarians. Another can date a change to a more efficient method of bookprocessing to a similar experience.

Many details of library administration could also be handled more simply together than alone. In 1980, at least ten public libraries in the Midstate region found cooperative rebinding of books useful and less expensive. Libraries took "candidates" to the regional library, and accumulated batches are sent to a bindery under contract with the Department of Libraries. Each library realized a discount due to the quantity

sent. (See DOL's "Before You Rebind".)

Tackle overdues together

Collecting overdue books, a perennial administrative headache, might also be a successful cooperative project. 1980's Chittenden County Libraries Fine Free Week involved school and public libraries along with local banks and shopping centers which offered to be dropoff centers. Publicity included this marquee in front of a South Burlington motel: "Libraries Lose Cash When Books You Stash". On a less formal scale, several neighboring libraries routinely share "hot lists" of delinquent borrowers.

Survey community

Libraries' surveys of community needs and interests can be effective tools for long-range planning of all local libraries. The task of collecting and analyzing data becomes easier when shared. Different libraries in one community can use the same information and apply it to their particular situations. Assessing libraries' performance and effectiveness is another aspect of planning that could be done cooperatively. Who better to analyze library statistics than another librarian? The Howe (Public) Library in Hanover, NH, included the Dartmouth College librarian on its Planning Committee since use and users of both libraries are intertwined.

Apply for standards grant as a unit

Planning will continue to be necessary to budgeting and fundraising, which also lend themselves to cooperative ventures. Several Vermont libraries have written joint proposals for grants from the Department of Libraries and other sources. The Department encourages small libraries which cannot meet minimum standards alone to apply as a unit (contact Marianne

K. Cassell). Other joint applications for Department of Libraries grants are also welcome. The Hartland Public Libraries joined with the Hartland Historical Society to develop a special purpose grant to assemble and organize historical books and other written materials. Public libraries in Grand Isle County and in Warren and Waitsfield have offered summer programs through the Touring Artist/Artists in Residence grant program co-sponsored with the Vermont Council on the Arts (contact Caroline Ward). The Department's Smith Grant program for children's services also invites joint applications (contact Caroline Ward).

Share grant writing

Several Vermont libraries have shared applications for grants from the Vermont Council on the Humanities and Public Issues. Librarians in Brandon and Cuttingsville took their first plunges into Vermont Council-sponsored programs when the Rutland Free Library's Program Director offered to bring programs she had developed in Rutland to those libraries as well. The three libraries have continued to develop humanities programs, sometimes alone, sometimes together or with other area libraries. A spin-off of a successful program in Morrisville has given St. Albans public and school librarians the confidence and expertise to continue writing grant proposals and getting them funded.

Someday, perhaps, Vermont libraries will try to share some other necessary groundwork such as bookkeeping, sending out overdue notices, and statistic keeping. For libraries in other parts of the country some of these time-consuming details have been eliminated locally as they have become centrally automated.

Ideas For Sharing Services

The one basic service which most public libraries strive to provide in cooperation with others is interlibrary loan, a highly effective way of sharing the wealth of materials with libraries throughout the state and even across the United States. About 100,000 titles are entered into the Vermont Union Catalog each year from over 300 libraries of all types. The Department of Libraries regional libraries provide the first link from local libraries to each other.

Local interlibrary loan

But resource sharing has been organized as a special service between local libraries as well. If a patron is seeking information or material not available in a library, the librarian might simply call the public library in the next community or another library in the same community. If the material is available at the other library, arrangements could be made for pickup or delivery or sending the patron there. The librarian at Warren Public Library often calls both the Warren School and the Joslin Memorial Library in Waitsfield before submitting requests to the regional library. The Lamoille County Librarians have worked out a round-robin phoning arrangement to relay messages and avoid tolls.

Calls save time

Local union catalog

A local union catalog or a local union list of periodicals like the ones in the Hardwick area may also speed interlibrary loan. School and public libraries in the Hazen Union School District contribute duplicate cards of holdings to make up the catalog. On a less formal basis, the Williston school and

public librarians have exchanged catalog cards of books in their Vermont collections. This helps with interlibrary loan and eliminates duplication.

Share book lists

An informal localized interlibrary loan system is also enhanced when libraries build their book collections with certain subject specialties in mind. Sharing lists of new books purchased is useful for collection building and interlibrary loan. If you know your neighbor has just bought a book you consider a luxury, you can cross it off your "possible" list and buy something else.

Share hard work

Specialized book lists can also be shared. In the summer of 1981, Amber Collins at Fletcher Free Library in Burlington developed several bibliographies for adults to promote leisure reading in areas like science fiction, family sagas, and suspense. She'll be happy to share the lists with other librarians and says they've been the basis for several effective displays. If you have developed a specialized bibliography on a subject for a display, a special event or any other reason, share it with other librarians through your regional librarian or a state consultant.

A different twist to the specialized bibliography arose when the Aldrich Public Library in Barre published Barre, Vermont: An Annotated Bibliography in 1979. This lists and describes materials on Barre history available in libraries, historical societies and other repositories throughout the state. On a smaller scale, booklists on timely subjects could publicize and make more accessible our libraries' resources.

Coordinate tours, visits

Another service provided by most libraries of all types is that of offering visits to their libraries. Libraries host groups of students, women's club members, Rotarians, church members, Selectmen, and others. Cooperating librarians might share the task of explaining how to use the library and what its resources and services are. This is good public relations, helps make the library a more human institution, and provides a special opportunity to give individual assistance and instruction to people who might not otherwise use the library.

School librarians and public librarians around the state often coordinate tours of each others' facilities. In some cases, the school librarian actually schedules public library tours for teachers. A public librarian could also arrange tours of the school libraries for day care, nursery school or storyhour groups with children advancing in age. It's a nice way to end a storyhour series on a high note when the "graduates" learn they will be going on to another library (and librarian).

Exchange talent

Another aspect of cooperation between librarians with group visits is that their special talents and interests can be shared. A school librarian who's a real pro at giving "how to use the library classes" might be willing to give similar classes at the public library in exchange for the public librarian's offering a service in return, such as a special storyhour or book talk. The Kellogg-Hubbard's children's librarian has given the latter in Montpelier schools.

"Assignment alert"

Because the school librarian is often the first person a class with an assignment comes to, this person is the public librarian's key to being prepared for the afterschool and weekend onslaught of assignment material seekers. Perhaps a joint presentation by both librarians at one of the first teachers' meetings of the school year will help increase teachers' awareness that assignment alerts mean more and better materials for their students. If the librarians can know what topics will be covered in advance, they can make arrangements together to have the necessary materials on hand.

Reach out together

Together, libraries can reach out to a community in ways a single library cannot. Special outreach services to people unable to visit libraries have been successful in several areas, including Swanton, Waitsfield, South Burlington, and Barre. Public libraries in these towns deliver materials to shut-ins, nursing homes, elderly housing units, meal sites, and other institutions. If neighboring libraries cooperate in offering delivery service, a wider geographic area can be covered and, of course, more people can be reached, including those who have never used libraries before. Service to nonusers is difficult. It's helpful to have another librarian to hash out details and take a bit of a risk with.

Outreach to special groups

Nonusers can also be found in community groups such as day care centers, special schools, senior citizen centers, firemen's clubs, businesses, garden clubs, and historical societies. Reaching these groups with services and programs can turn their members into library supporters and library users.

This is true in St. Albans where the librarian offers regular book review and film programs at the Senior Citizen Center. Program planning and idea-sharing with other librarians who want to reach the same or similar groups can result in more effective services.

Day care centers and other organizations serving children provide a special opportunity for cooperation between libraries, especially if these institutions draw from more than one township. The libraries may then be able to plan joint use of facilities, materials, and storytellers. Such a close cooperative relationship can be found in Springfield where the public library has developed a broad range of resources and services for preschoolers and their parents.

Coordinate hours open

Efforts to make libraries easier to use will pay off in heavier use and, eventually, greater community support. Cooperative scheduling of hours of service in an area containing several libraries may encourage use. "People just know Tuesdays and Thursdays are library days and either library in town is open", the librarian in Cavendish said. The two public libraries in Newbury, just six miles apart, have set their schedules so that one is open Mondays, Wednesdays and Fridays, and the other is open Tuesdays, Thursdays and Saturdays. This way people in Newbury, which includes Wells River, have access to a public library almost every day of the week.

Common borrowing privileges

Coordinated scheduling can lead to developing common borrowing agreements between libraries. Such an agreement can be informal, as in Roxbury where the library's services

and programs are open to residents of Northfield, Brookfield, Granville, Warren and Waitsfield. A more formal arrangement is found in Montpelier. Under the terms of the will establishing the Kellogg-Hubbard Library, it must serve all residents of Washington County free of charge. Libraries could make formal agreements to allow each others' borrowers free use of collections and services. Such an agreement, formal or informal, could lead even further. Centralized registration files, common borrowers' cards, compatible circulation systems, arrangement for returning materials to any of the cooperating libraries, and even regular delivery between libraries could result. As a matter of fact, the Rockingham Free Public Library in Bellows Falls makes weekly deliveries to the public library in nearby Saxton's River.

Local delivery service

What About DOL?

So far, we haven't mentioned cooperative efforts with the Department of Libraries. That's because much of the library cooperation in Vermont has occurred between the Department and local libraries rather than between local libraries directly. In most other states, this is not the case. The majority of American public libraries belong to formal cooperatives. While many libraries remain independent, they have entered into agreements with other libraries on a county or regional basis to receive resources and services. Often these arrangements include only one type of library. In some states, local librarians have little or no direct contact with their state library agency.

Vermont libraries belong to one system which is voluntary, covers the whole state, and includes all types of libraries. The cornerstone of Vermont library cooperation is the Vermont Union Catalog. Every time you send a card to the VUC, you're cooperating in a big way.

Like many library systems in other states, the Vermont Department of Libraries provides many services directly to local libraries, which make heavy use of them. According to our survey, in 1980:

74% borrowed collections from regional libraries
72% borrowed books on interlibrary loan
65% were visited by a consultant or regional librarian
59% called or wrote Department personnel with a question or for advice
53% attended a children's materials review session
44% borrowed large print books
41% borrowed 16mm films
34% attended a Department-sponsored workshop

Most of those who hadn't used any of the above services had used them previously. Everybody who responded to the survey had been to a regional library. Only one library had never borrowed on interlibrary loan or borrowed a collec-

ion from the regional library.

Our state's library system is unique. "Where else," said one librarian recently, "can a beginning public librarian from a tiny library learn to develop a budget at a workshop taught by the State Librarian?" Vermont's size and the character of its people have shaped an informal, effective system of library cooperation.

Many advantages of belonging to a formal cooperative system in other states may not hold in Vermont. On the other hand, there are services which libraries in other states receive from their local cooperative that aren't feasible on a state-wide basis. It might be possible to provide the services in Vermont on an informal basis or on a smaller scale. Centralized ordering and processing of books, centralized ordering of supplies, and centralized production of posters and other publicity tools come readily to mind. Daily or weekly delivery between libraries would be extremely costly if done state-wide, but might also be more effective on a local basis.

The Department of Libraries is there to coordinate some cooperation, but there is so much more that can only be done between libraries themselves. Local or regional cooperation is an important element in providing effective library service. It gives librarians support, inspiration, and relief from isolation. Indeed, it may be essential to the survival of libraries, especially public libraries, in the years ahead.

First Steps

GET TO KNOW informally, all of the librarians in your area. Start small - get to know one well and then expand your acquaintance gradually to include the rest. Do at least one of the following at least once a year:

- give them each a call
- stop by for a visit
- invite them all over for "coffee"
- invite them all, personally, to a program at your library
- arrange car pools to meetings or to the regional library

When you have become acquainted with even one librarian in your area you can BEGIN TO DISCUSS

- your successes; what's going on right now at your libraries?
- your common problems and your unique ones
- your plans and dreams for future services and/or projects
- your needs - supplies, volunteers, ideas, whatever
- how you can help each other. Remember that even a listening ear can be helpful.*

TRY TO DO all of the items listed more frequently than once a year - strive for every other month or at least on a regular basis.

Once you have lines of communication open with librarians in your area, gradually begin to EXPAND YOUR ACQUAINTANCE with librarians farther away.

Try to DO A PROJECT with another librarian, locally or regionally. Keep trying.

* See "What Could You Borrow From Whom?"

A Second Step: Semi-formal Cooperatives

The term "semi-formal" when used in conjunction with "library cooperation" is one the Task Force made up to describe some groups of Vermont libraries which have been engaged in regular cooperative activities for at least a year. These groups do not have any formal, written agreements to hold them together, but they are bound instead by the need to share ideas and concerns with others who will understand.

Many of the semi-formal groups began, and continue to focus primarily, as regular, casual opportunities for discussion. Most include other types of libraries along with public libraries and cover a fairly broad geographical area. The groups are informal with little or no structure except perhaps a central person to act as a coordinator for when and where meetings will be. Here are their stories.

The LAMOILLE COUNTY LIBRARIANS (Contact: Betty Martin, Wolcott), started during National Library Week, 1972, and have continued to do so every two months during the school year. Meetings include general discussion, discussion of books recently acquired by members, swaps of duplicate titles, and sometimes a special speaker. The group also sponsors a five minute monthly radio spot called the "Bookshelf" on WRFB-FM in Stowe. Member librarians take turns recording the spot. They have also developed a phone relay system to avoid toll calls and to help with interlibrary loan. Members are:

Lanpher Memorial, Hyde Park
Johnson Public
Johnson State College, John Dewey Library
Morristown Centennial
Stowe Free

Copley Hospital Information Center, Morrisville
Varnum Memorial, Jeffersonville
Waterbury Public
Waterbury Town, Waterbury Center
Glee Merritt Kelley Community, Wolcott

Says former "guiding light" Evelyn Shanley of Morrisville, "It really works!".

The FIVE RIVERS LIBRARY COUNCIL (Contact: Sally Anderson, Chester or Linda Hay, Springfield) involves librarians, trustees, and interested citizens in the southern part of the state. The group first got together in early 1980 to hear Chester librarian Sally Anderson's views on the recent White House Conference on Library and Information Services to which she was a delegate. Members include:

Andover Town
Rockingham Free Public, Bellows Falls
Town Library of the Belmont Improvement Assoc.
South Londonderry Free
Mark Skinner, Manchester
Jamaica Free
Vermont Academy, Saxton's River
Shrewsbury
Springfield Town
Wilder Memorial, Weston
Whiting Library, Chester

Regional librarians from the southeast and southwest regions also attend the bi-monthly meetings which usually include a speaker or speakers on a particular topic of interest after coffee and an idea sharing session. During National Library Week in 1981 an evening workshop was held for librarians and trustees. Representatives from member libraries presented their views of librarians, trustees, and users. In 1982, the group developed a list of possible cooperative projects by holding a brainstorming session.

School and public librarians in the HARDWICK AREA (Contact: Margaret Igleheart, Hazen Union School) began meeting in 1980-81 to discuss "Sharing Our Resources" (ask Peg for a copy). A union catalog of school and public library holdings has been developed and is housed in the school superintendent's office. Supplies are being ordered cooperatively, and a union periodical list reveals that 200 different titles are owned by the libraries together. In 1981, a summer

workshop for local librarians covered bookmending and "booktalking", and the group has sponsored some programs for patrons and students during the school year. The group is excited, says Peg Igleheart, "about making more library resources available to all when each library's resources are so limited". Members include:

Greensboro Elementary School
Greensboro Public
Glee Merritt Kelley Community, Wolcott
Hardwick Elementary School
Jeudevine Memorial, Hardwick
Hazen Union School, Hardwick
Sterling Institute, Craftsbury
Craftsbury Public
Craftsbury Academy
J. W. Simpson Memorial, East Craftsbury
Stannard School
Woodbury Public
Woodbury School

Future Semi-formals

During the spring and fall of 1981, 29 libraries banded together in three groups to develop grants from the Vermont Council on the Humanities and Public Issues to sponsor adult reading/discussion programs. In the case of two groups from central Vermont, libraries had sponsored or wished they had sponsored similar programs during the '80-81 season. The third group contained libraries which had sponsored successful programs the year before. All 29 libraries wanted to build on enthusiasm and interest generated previously. It was too high to allow it to die in the coming year. As the programs were just taking off, Richmond librarian Mary Ann McMaster reported overwhelming attendance and said she already hoped to be able to continue the programs next year. Montpelier librarian Janet Nielsen commented that the programs probably wouldn't have happened had the libraries not developed them together and that the grant was an extremely efficient, and profitable, expense, "a marvelous success!". Many of the books used in these programs are available through the Department of Libraries in "packages" (contact Priscilla Page).

Another Possible Step: Formal Cooperatives

Over the years, many formal library cooperative arrangements have been born in Vermont. Some continue today while others have vanished. A formal library cooperative generally involves some written agreement, policies and/or by-laws. The Thetford Library Federation, for example, is incorporated and has Articles of Incorporation, a Constitution, and By-laws.

Not all formal cooperatives involve public libraries alone, since often schools are included. The Bradford area and the Champlain Valley are two sites of now-defunct formal cooperatives involving both school and public libraries.

Public libraries can join with each other and other types of libraries to form federated systems such as the ones in Hartford, Thetford, and Jericho-Underhill. All of the members continue to be independent with separate Boards of Trustees, policies, staff and budgets. Their formal agreement gives them the possibilities of offering joint services (including those which involve the transaction of money), developing union catalogs of holdings, hiring special or shared personnel, etc. The Thetford Federation also includes school libraries and a special library while the other two involve only public libraries.

Another formal type of cooperative is similar to the one in Hartland. There three libraries have a combined Board of Trustees, combined policies and budgets, and common staff. They have consolidated their resources and given up their autonomy in order to greatly improve services and provide together what none could hope to offer alone. For them, consolidation was the key to survival.

A variation on the system idea is the library with a branch or branches. In the case of libraries in Brattleboro and Ascutney, a main library oversees operation of the branch which is viewed as an outpost - a means of bringing the resources and services of the main unit closer to the users. One Board of Trustees has developed one budget for both the main library and its branch and the same policies for each. In the case of libraries in Cavendish and in Royalton, the branches act as separate entities with a common Board of Trustees but with separate staffs and budgets. Neither is generally thought of as the "main" library.

Vermont's community libraries can be considered a type of formal cooperative since they involve the joining of school and public libraries' functions in one facility. In Fairfax, South Hero, and Wolcott two separate libraries were actually combined. South Burlington had no public library but felt the need for one, and thus created its community library in the high school to fill dual needs.

More details on each of the formal cooperatives in Vermont can be found on page 47.

After studying Vermont's formal cooperatives, the Task Force identified these signs of a successful formal cooperative:

- Awareness of participants

  All participants (librarians, trustees, local government officials, etc.) know what it involves, some of its history, what its benefits and problems are. The residents served are also aware of the cooperative's existence and have a basic understanding of how it works and what it does.

- Benefit

  Participants can readily point to tangible, visible benefits of service to the community and benefits to themselves as a result of belonging to the cooperative.

- Momentum

  No outside force or no one person or group is really depended on exclusively to keep it going. It continues because participants wholeheartedly want it to. No real outside funds or ideas are vital to its survival or continuity.

- Participation

  All elements involved participate fully and equally. All are involved in making decisions. No one dominates to the exclusion of others, yet no one is passive.

- Communication

  Participants communicate regularly with each other. They are aware of each others strengths, weaknesses, long range plans, and philosophies.

- Clear, Realistic Goals

  The cooperative has assessed community needs, has assessed resources of participants, and has a clearly-defined mission upon which goals are based. Participants take part in the development of goals and objectives for the cooperative and insure that they are reasonable, realistic, and shared by all.

- Clear, Simple Structure

  Responsibilities of participants are clearly defined and understood. The decision making process is relatively simple.

- Desire to Participate

  Participants couldn't/wouldn't go on without it.

What Makes the Difference?

Vermont public librarians were outspoken about how they felt about cooperation:

PROS	CONS
Give better/more service	Takes time and money
Share ideas and concerns	Need suggestions and examples of successes
Share resources	Need interest on part of other libraries
Save time	Need support from trustees
Save money	Need evidence that there's a real benefit
Provide more variety in materials selection	Distances
Increase publicity/public awareness	Residents can reach other libraries easily
Coordinate services	Town doesn't want any change right now
Share transportation - save gas	Need to sell ideas to others, locally and other libraries
Share programs	No time to attend more meetings
Avoid duplication	Depend on VLA for communication with others
Avoid burnout	Depends on personalities
Share strengths	Need to be convinced it's worth it
Give support	A lot of background needs to be done before formation of a cooperative
Total pie isn't going to get any bigger - rising costs will force coordinated purchasing	Problems with who gets what first and how to get the books back
Expand services	Loss of identity like union schools
Share common problems	

Where cooperation works, there seem to be three essential factors: effective people, effective use of geography, and effective self-appraisal.

People

As with so many things, successful cooperation, no matter how formal or informal, between libraries depends largely on the people involved. There can be no real cooperation between libraries that aren't "healthy" themselves, just as there can be no healthy libraries without "healthy" librarians.

A healthy librarian:

- Knows the community, its characteristics, its changes and its needs, and is at the hub of community activity.
- Uses available resources, within and without the library, creatively and fully; can mobilize forces in the community.
- Has a service attitude and sensitivity to people's needs. In the words of John Kochalka, a Springfield trustee, s/he is both "priest and handyman" for the community.
- Is flexible and keeps her/his emotions and prejudices well in hand.
- Recognizes the realities of the library's situation, accepts its limitations, and has a sense of mission for the library in the community.
- Has vision. Takes risks.
- Is secure; recognizes the good work of others without fear, threat, or jealousy.

Sound impossible to you? Vermont has many healthy librarians, in libraries large and small, with advanced degrees and without, and in school, public, college, and special libraries. See how many you can name. You'll surprise yourself!

Geography

There are many things that can be changed, but the lay of the land isn't one of them. Many Vermont public librarians find it hard even to consider shar-

ing resources, services, or ideas with others because geography makes dropping by or telephoning complicated or expensive. Geography can be used to your advantage, however. Examining it closely will give you an idea of what potential there is and where to focus your energy in developing cooperative efforts.

Natural barriers and the way main roads run will eliminate or add some libraries to consider approaching. They may even be physically closer or more convenient than other libraries in your town.

If people in your area usually travel somewhere else for services - church, shopping, doctor, bank, office, school, or entertainment - public libraries in those areas are natural first contacts for beginning cooperation. The reverse can also be true if you find many patrons coming to your library from surrounding towns with libraries.

If you think your library is in a fairly isolated or self-contained area, perhaps your first route for cooperation is closer to home, with other types of libraries, especially those in schools.

For your convenience we have included a map of Vermont public libraries on page 54 to help you find the ones closest to you. Take a compass and mark a 20-mile radius. The libraries you find should be your first libraries to contact if you would like to try sharing or just need someone to talk to.

Self - appraisal

No library can be all things to all people; nor should it be. The smaller the library perhaps the more selective it needs to be in terms of the services it provides. All libraries need to concentrate on what they can do well rather

than trying to do everything haphazardly. Determining what your library can do and then doing it well is a real art and, now more than ever, really necessary.

Take a look at your library's community. What is its makeup - who lives there; what do they do for work, recreation, education, culture? How does it fill those needs or interests? How has it changed over the last 10 or 20 years? How will it change in the future?

Next, look at your library's strengths and weaknesses - materials owned, staff, building, financial support, services offered. Who uses your library? How? How has use changed over the last 10 or 20 years? Why?

As you look at both your community and your library, you will begin to develop a realistic role for the library in its community. You may discover an unnecessary or unrealistic service. That's fighting an uphill battle. You may also find that you're doing something outstanding that you weren't aware of. Libraries, large and small, need to define and explore what they can do in their communities.

Doing a limited number of things well in a smaller library may mean that a library can let some other library or agency fill certain roles. Reliance on others is mutual aid and certainly not contrary to Vermont traditions. Clearly, it may mean better all-around service to your community. Accept your limitations and set realistic goals for your library so that you don't build in failure. You can then approach other libraries with the confidence to share resources, programming, groundwork, and services.

Finally, don't let a lack of formal library education hold you back. All the training in the world won't bring the instinct, imagination and caring so necessary to public librarianship. Small or large, build on your strengths, not just in yourself, but also in your library and your community.

Appendix

What Can You Borrow From Whom?

TYPE OF LIBRARY	NUMBER IN STATE	MAJOR USERS	MATERIALS, SERVICES, STAFF
PUBLIC	218	all ages, general public	"The Living Room of the Community" - books, periodicals, some audiovisual materials (records, cassette tapes, mostly), with an emphasis on leisure reading and practical information, as well as materials for life-long learning and preschool enrichment. Programming acts as an extension of materials provided.
PUBLIC & PRIVATE SCHOOLS	44 contribute to VUC 400+?	children in gr. K-12; teachers	Curriculum-related books and audiovisual materials as well as some leisure materials. Some fairly sophisticated audiovisual equipment such as videotape. Some professional materials for teachers. Many staffed by non-credentialled librarians or volunteers.
COLLEGE & UNIVERSITY	23	undergrad. & grad. students; adult life-long learners; faculty	Research resources of a fairly technical, sophisticated nature. Some external degree programs and other non-traditional courses of study. Some specialized collections such as manuscripts, rare books. Heavily used for interlibrary loan. Government documents.
HOSPITAL	15	patients, staff	Leisure reading materials; technical books and periodicals dealing with medicine and allied health sciences, some suitable for laypeople. Some open 24 hours a day but staffed sporadically, either by volunteers or medical records staffs.
INSTITUTION	13	residents	Recreational and educational books and periodicals for enrichment and rehabilitation. Some curriculum-related materials, including A-V, particularly for users with special needs (the deaf, dyslexic, etc.)
SPECIAL	21	employees, staff	Specialized materials for industry, the legal profession, researchers on a variety of subjects. Some non-circulating.
STATE GOVERNMENT AGENCY	13	employees, general public, libraries	Includes some DOL libraries which supply public-library-type materials as well as specialized materials in law, government documents, Vermontiana. Other libraries supply specialized materials such as Vermont history, highway planning, curriculum development.

Current Formal Cooperatives*

I. HARTFORD COOPERATING LIBRARIES

A. Members: Hartford Library
Quechee Library Association
West Hartford Library
Gates Memorial Library, White River Junction
Wilder Clubhouse and Library

B. Coordinator: Pauline Cole, Quechee

C. History

1. 1964 - town library study committee recommended a plan of coordination to provide better service at all five libraries.

2. 1967 - cooperative formally organized with grants totalling $11,000 over a three-year period from Department of Libraries (then Free Public Library Service). Grant used primarily to hire coordinator who created union catalog.

D. Facts

1. There are five boards of trustees, five librarians, five separate budgets (i.e. no joint meeting of trustees or librarians or a joint board).

2. Most libraries rely on taxes for a small portion of their funds, while West Hartford is almost totally tax-supported.

3. No other types of libraries are included.

4. Cooperative is supported by town tax appropriations.

5. None of the libraries meet state minimum standards.

6. A union catalog of nonfiction was set up, and all libraries are free to contribute.

7. A small collection of adult nonfiction which may be borrowed by member libraries is maintained.

8. Catalog and collection are housed at Gates Memorial which was designated the "central library".

9. Coordinator works about 3 hours per week as coordinator, offers professional assistance to other librarians upon request, continues the union catalog, and develops the nonfiction collection.

* compiled by Susan Voake, Thetford Library Federation

E. Successes/Problems

1. Union catalog begun but contribution from members is uneven.

2. Nonfiction collection is supplementary to local collections, but not heavily used by all libraries.

3. Little communication between librarians and trustees.

4. Litte public awareness of cooperative.

II. HARTLAND PUBLIC LIBRARIES

A. Members: Martin Memorial Library
Hartland Four Corners Public Library
North Hartland Library

B. Librarian for all: Mary Westhuis

C. History

1. Declining activity and uneven collection development at all three volunteer-run libraries prompted trustees to take a more unified approach in 1973.

2. In 1973, voters approved a large increase in tax expenditure to hire a part-time librarian, to develop a union catalog, and to install a telephone at Martin Memorial.

D. Facts

1. There is one board of trustees (with representatives from each of the three villages), one budget, one librarian, a large corps of volunteers.

2. The libraries apply for and meet state minimum standards as a unit.

3. Librarian travels regularly to all three libraries with books, programming, in-depth reference service.

4. There is centralized cataloging, ordering, and processing of materials, as well as planning of new programs and services.

5. Union catalog is maintained and now also includes Historical Society holdings.

6. In summer, collections of books are borrowed from local elementary school.

E. Successes/Problems

1. Unified collection makes interlibrary loan easy. Books rotate among libraries giving patrons a broader selection.

2. Use of the libraries as well as community support have increased.

3. Some jealousies of long-time residents of the three population centers continues but has decreased.

4. Question: How to maintain an equitable division of books, especially gifts designated for a specific library.

5. Initially, volunteers had to get used to keeping more records.

III. JERICHO-UNDERHILL LIBRARY COOPERATIVE

A. Members: Jericho Town Library, Jericho Center
Brown's River Library, Jericho Corners
Waters Memorial Library, Underhill Flats
Delaporte Memorial Library, Underhill Center

B. Coordinator: Mary B. Fell, Underhill

C. History

1. 1967 - some cooperative projects begun informally.

2. 1969 - awarded $5,000 grant from Department of Libraries to hire coordinator and develop union catalog.

D. Facts

1. Originally operated with a combined board (with representatives from all boards), but at present each library has its own board, budget, and librarian. Coordinator is not the librarian at any of the libraries.

2. Cooperative is funded through town appropriations.

3. Does not include any other types of libraries.

4. Involves two towns. Waters is in Underhill Flats village which is really in the Town of Jericho and it serves both towns.

5. Waters meets state minimum standards.

6. Coordinator catalogs books for all libraries and maintains union catalog (housed at Waters). Some coordination of collection development.

E. Successes/Problems

1. Librarians do not have much contact with each other, although coordinator gets around to see them all regularly.

IV. THETFORD LIBRARY FEDERATION

A. Members: Latham Memorial Library, Thetford Hill
George Peabody Library, Post Mills
Thetford Historical Society
Thetford Elementary School
Thetford Academy

B. President: Christopher Dye

C. History

1. 1972 - incorporated as town bicentennial project.

2. 1974 - $93,000 Department of Libraries grant for construction of new building to house historical society and Latham Memorial, and to develop a model for other small Vermont libraries.

3. 1979 - debt for building paid.

D. Facts

1. Federation is a separate, non-profit corporation which has a board made up of two representatives from each member library board (total: 12).

2. Each library has its own board, a librarian, and budget.

3. Federation has its own budget to support members' services. Tax appropriation and revenue sharing funds go through it to local libraries.

4. Member librarians began meeting regularly in 1980.

5. A "Friends of Thetford Libraries" is planned (1981).

6. A union catalog was developed and is housed at Latham. It has been maintained.

7. Much effort between 1974 and 1979 was directed toward paying new building debt.

8. A community calendar was developed, but so far only a little joint programming.

9. Dorothy Canfield Fisher Master List books are shared and complementary purchases made.

10. North Thetford's public library has resisted joining.

E. Successes/Problems

1. Not all libraries in town are members.

2. Lack of visible projects or services.

3. Difficulty in determining responsibility at times: Federation or Latham? There has, for example, been confusion when Latham has applied for minimum standards - is it Latham or the Federation? Currently, it is regarded by DOL as Latham.

4. Public use of building (owned by Federation, houses Latham) is encouraged in theory but discouraged in fact.

5. Until recently, little communication between librarians.

6. Cooperative efforts in programming and development of new services have been few due to lack of a person to coordinate them.

V. COMMUNITY LIBRARIES

A. Definition: A Vermont library housed in a school and open to students and the general public alike. There are usually evening hours to insure sufficient community access, and collections are developed for both school and public (all ages) use.

B. Locations and librarians:

Fairfax Community Library - Joy LeBaron
New Haven Community Library - Suzanne Higbee
S. Burlington Community Library - Marjorie H. Kneeland
S. Hero Community Library - Ann Porter/Linda Smith
Stamford Community Library - Mary Call
Glee Merritt Kelley Community Library, Wolcott - Elisabeth Martin

There are several other public libraries in Vermont which are housed in schools but do not call themselves "community libraries". These include libraries in West Brattleboro, Starksboro, Readsboro, and Chittenden. Some public libraries also serve as school libraries, such as the one in Tinmouth.

C. History

1. 1972 - Department of Libraries awarded a grant to combine the Fairfax Public and Bellows Free Academy (grades K-12) libraries as a model.

2. 1979 - Board of Libraries adopted community library standards, which are above and beyond minimum public library standards.

D. Facts

1. Four community libraries meet standards - Fairfax, South Burlington, South Hero, and Wolcott. New Haven has worked toward meeting them.

2. Most libraries have a board which represents both public and school interests.

3. Libraries are also subject to standards of the Vermont Department of Education.

D. Facts (continued)

4. Some of the libraries began when the school library was opened to the public and the public library collection was placed there (Fairfax, South Hero). Others began when the school collection was brought to the public library. In South Burlington, no public library had existed, and the recognized need for one was met by expanding the school library facility.

E. Successes/Problems

1. Items intrinsic to schools but not usually to public libraries are available: custodians, student aides, industrial arts students to help build furniture or help print publicity, family living students to assist with children's programming.

2. There is a cost savings in elimination of some duplication of materials and effort as well as in combining physical facilities, yet studies have not shown that community libraries have actual dollars.

3. Extra effort must be made to maintain a balanced collection which meets school needs as well as all ages' public needs.

4. Adults coming during school can see students in a school setting, while students can see adults continuing their educations, reading for pleasure, volunteering.

5. Some adults hesitate to use the libraries during school hours.

6. Ground floor locations with direct access and good parking are important.

7. In communities where either or both school and public libraries were inadequate or nonexistent, the concept can be effective and efficient.

VI. LIBRARIES WITH BRANCHES

A. Definition: The branch library concept came about in the late 1800's as a means of bringing library resources and services closer to users and making them more convenient and accessible. Usually branches are not as complete or self-sufficient as the main library; some serve mainly to circulate popular materials and some offer many of the services of the main library on a smaller scale.

B. Libraries With Branches:

Brooks Memorial Library, Brattleboro - W. Brattleboro Branch
Fletcher Town Library, Cavendish - Proctorsville Branch
Royalton Memorial Library, South Royalton
Proctor Library, Ascutney - Perkinsville Branch (closed in 1981)

C. Facts

1. Brooks Memorial, West Brattleboro Branch:

a. located in elementary school

b. opened around 1950 because of strong community interest

c. librarian is member of Brooks Memorial Library staff and works there part-time in the summer.

d. union catalog is maintained at Brooks; collections are shared.

e. Brooks and W. Brattleboro meet standards as a unit.

2. Fletcher Town Library:

a. Cavendish Branch and Proctorsville Branch operate as two distinct and equal entities.

b. there is one board of trustees, but two budgets and two librarians who both attend trustees meetings.

c. neither library meets standards

3. Royalton Memorial Library (S. Royalton) and Royalton Memorial Branch (Royalton):

a. operate as two distinct entities

. one board of trustees but two librarians and two separate budgets. Trustees hold separate meetings to discuss business of individual libraries???

c. neither meets standards, but one librarian inquired about applying as a unit (1979).

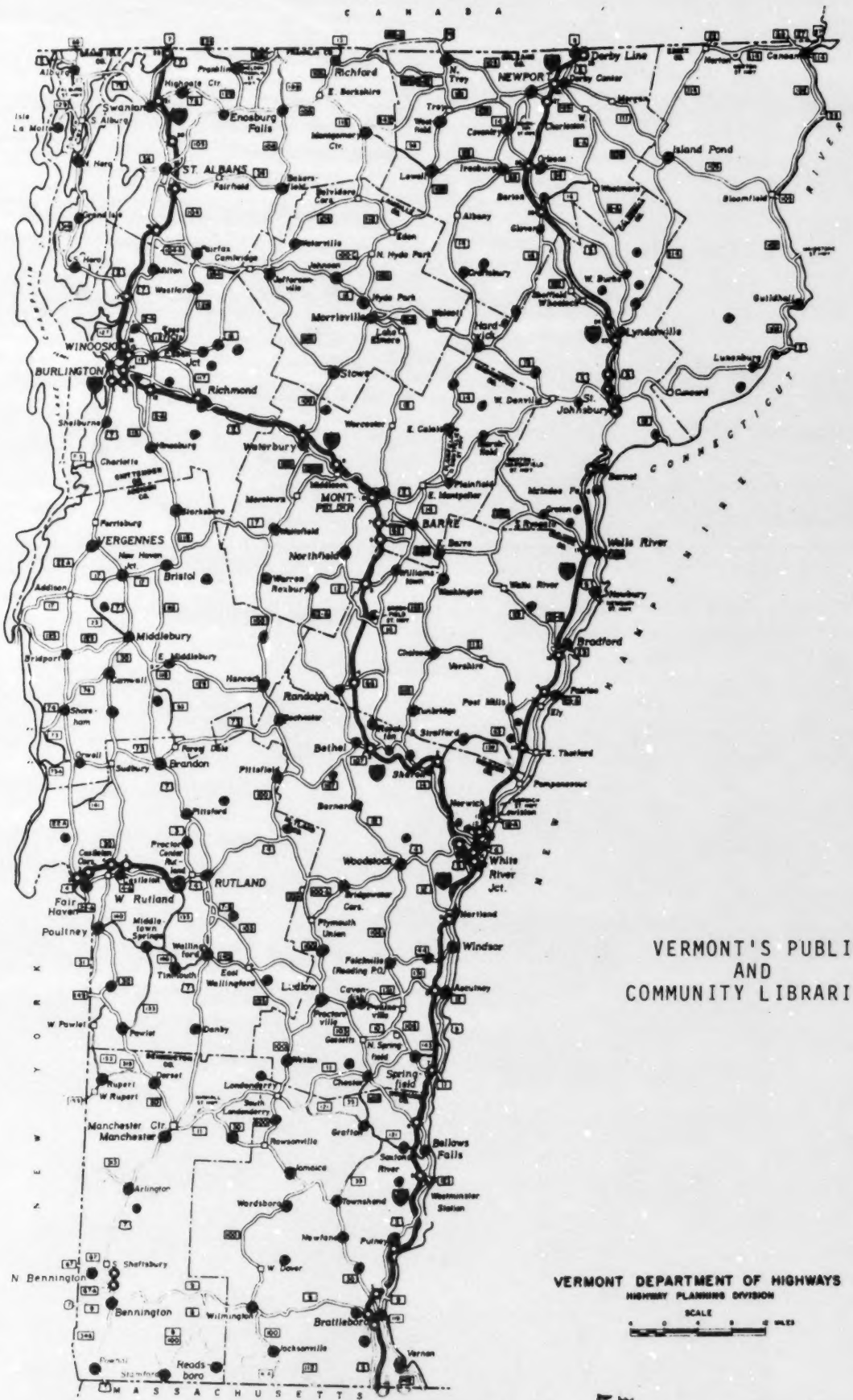
4. Proctor Library - Perkinsville Branch:

a. formerly open in summer and run by volunteers

b. board of trustees of Proctor Library sets aside a small portion of budget for Perkinsville Branch, which is really an "outpost"

c. Proctor Library has met standards in the past

d. closed in 1981 when former town office was sold and no alternative location could be found.



VERMONT'S PUBLIC
AND
COMMUNITY LIBRARIES

VERMONT DEPARTMENT OF HIGHWAYS
HIGHWAY PLANNING DIVISION
SCALE

57

Share Your Success

If your library has been involved in any cooperative activity, please share your experience with other Vermont librarians. Simply fill in this page and send it to Marianne K. Cassell for inclusion in the Department of Libraries News.

Library name and town:

What libraries joined in this cooperative project with you?

Briefly describe the cooperative activity:

How did the idea come about and why did you decide to do it cooperatively?

How was this activity beneficial to your libraries?

Were there any problems in using a cooperative approach?

Do you plan to do any other cooperative projects in the near future? If so, what?

Send to: Marianne K. Cassell, Development & Adult Services Consultant, Department of Libraries, c/o State Office Building Post Office, Montpelier, VT 05602.

For more information on any ideas presented in this catalog, contact the local librarians by using the Vermont Library Directory, 1981.

This publication is part of a federal-state program under the Library Services and Construction Act.

Index of Ideas

Adult Basic Education 14
Artists in residence programs 17, 22
Assignment alert 26
Audio-visual materials 5, 7
"Bees" 8
Book lists 12, 24
Book return efforts 21
Book talks 25
"Book Swap" 18, 19
Books in Print 6, 7
Books ordered cooperatively 3, 4, 30, 48
Brainstorming session 34
Budgets 10, 37, 38, 50, 53
Bulletin boards 13
Casual get-togethers 18, 31, 33, 34
Catalog card exchange 6
Central library 38, 47, 52
Centralized ordering 3, 30, 34, 48
Centralized processing 30, 48
Class assignment 26
Class visits 14, 25
Classes, "how to use the library" 14, 25
Combined Board of Trustees 50
Common borrowing agreement 27, 28
Community calendar 50
Community College of Vermont 9, 14
Concerts 14
Cooperative coordinator 47, 49
Delinquent borrowers lists 21
Delivery service to other libraries 28, 30
Delivery to shut-ins 26
Displays 12, 13
Dorothy Canfield Fisher Award books 4, 50
DUO program 10
Duplicate books 5, 33
Duplicate shelf list 6
Exhibits 12
Facilities shared 9
Fiction Catalog 4
Film/discussion programs 16
"Fine Free Week" 17, 21
Flyers 17
Friends of the Library 18, 20, 50
Fund raising 22
Grant writing 22, 35
Historical materials 14, 22
Hours of service coordinated 27
Humanities programs 15, 22, 35
Informal discussion 18, 31, 33, 34
Interlibrary loan 23, 29, 33, 48
Isolation/burnout relief 18, 30
Lists of new books 24
Magazines 5
Microfiche/microfilm 7, 14
National Endowment for the Humanities 15
Newsletters 18
Outreach 26
Periodicals 5
Planning process 21
Posters 17, 30
Press releases 18
Projectors 7
Public Library Catalog 4
Publicity 10, 17, 18, 30, 52
Purchasing in quantity 7
Radio 17, 33
Reader's Guide 6
Reading/discussion programs 3, 15, 22, 35
Reading Is Fundamental 14
Rebinding 20
Retired Senior Volunteer Program 12
Ride sharing 3, 20, 31
Rotating collections 4, 7, 48
Round-robin phone system 23, 33
Rummage sale 14
School library space 9, 52
Shared collections 7, 48
Smith Grant 22
"Speaking of Films" 16
Speakers grants 16
Staff exchanges 8, 19, 25
Staff, shared 8, 37, 48
Standards grants 21, 48
Storyhours 25
Storytellers 8, 27
Subject specialities 6, 24
Supplies purchased cooperatively 3, 7, 30, 34, 48
Surveys 21
Talents 9, 25
Teachers' meetings 26
Team projects 8
Touring artists programs 16, 22
Tours 25
Traveling librarian 8, 48
Trustees meetings 18, 19, 47, 53
Union Catalog 7, 23, 29, 34, 37, 47, 48, 49, 50, 53
Union list of periodicals 23, 34
Vermont Council on the Arts 16, 17, 22
Vermont Council on the Humanities & Public Issues 15, 16, 22, 35

Vermont Heritage Project 16
Vermont history 6, 16
Vermont Institute of Natural Science
12
Vermont Union Catalog 23, 29
Volunteers 8, 12, 49
Workshops for librarians 19, 34
Workshops for trustees 19, 34